DOCUMENT RESUME

ED 097 297 95 SP 008 455

AUTHOR Zimmerman, Donald
TITLE Module Cluster: Introductory Elements for Lesson Sequencing. TSSES-001.00 (GSC).
INSTITUTION Glassboro State Coll., N.J.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 73
NOTE 17p.; For related documents, see ED 090 178-188, 190, 191, and 202 and SP 008 454 and 456

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Curriculum Design; *Instructional Programs; *Objectives; *Social Studies
IDENTIFIERS *Learning Modules

ABSTRACT

This module cluster is designed to facilitate successful, self-paced learning by familiarizing the student with social studies and its goals. The student is asked: (a) to gain skill in dealing with the elements that have become essential in planning an instructional sequence that speaks to the criticisms of the past and recognizes the problems and concerns of children functioning in their home setting, and (b) to analyze how these elements have been interpreted in some of the newer programs. This cluster contains 12 modules dealing with: (a) social studies goals, (b) concepts, (c) the nature of a concept, (d) social science of concepts, (e) locating significant concepts, (f) levels of cognitive and affective behavior, (g) verbal behavior and levels of cognition, (h) concepts and cognitive levels of objectives, (i) concepts and affective levels of objectives, (j) social studies skills, (k) scope and sequence, and (l) application to new programs. Objectives: prerequisites; and preassessment, instructional, postassessment, and remediation activities are stated for each module. (PD)

ED 097297

BEST COPY AVAILABLE

Reference System Designation:	TSSES - 001.00 (GSC)
Program:	Seventh Cycle Teacher Corps Program at Glassboro State College, Glassboro, N.J.
Component:	Teaching Social Studies in the Elementary School
Module Cluster:	Introductory Elements for Lesson Sequencing
Developer:	Dr. Donald Zimmerman
Date of Development:	Summer, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP008 455

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare.

BEST COPY AVAILABLE

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator--Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

TSSES - 001.00 (GSC) Introductory Elements for Lesson Sequencing

General Objectives of the Module Cluster

This module cluster begins with an effort to familiarize one with the social studies and its goals The learner is then asked to gain skill in dealing with the elements that have become essential in planning an instructional sequence that speaks to the criticisms of the past and recognizes the problems and concerns of children functioning in their home setting, Camden. Finally, the learner is asked to analyze how these elements have been interpreted in some of the newer programs.

Prerequisites to the Module Cluster

1. Completion of normal college entrance competencies.

2 Completion of TTP - 001.00 (GSC).

Modules Within the Module Cluster

This module cluster contains twelve modules; they are as follows:

TSSES - 001.01 (GSC) - Social Studies Goals
TSSES - 001.02 (GSC) - Concepts
TSSES - 001.03 (GSC) - The Nature of a Concept
TSSES - 001.04 (GSC) - Social Science of Concepts
TSSES - 001.05 (GSC) - Locating Significant Concepts
TSSES - 001.06 (GSC) - Levels of Cognitive and Affective Behavior
TSSES - 001.07 (GSC) - Verbal Behavior and Levels of Cognition
TSSES - 001.08 (GSC) - Concepts and Cognitive Levels Objectives
TSSES - 001.09 (GSC) - Concepts and Affective Levels Objectives
TSSES - 001.10 (GSC) - Social Studies Skills
TSSES - 001.11 (GSC) - Scope and Sequence
TSSES - 001.12 (GSC) - Application to New Programs

Limitations of the Module Cluster

Since this is the first module cluster for TSSES, individuals may work at uneven rates, however, in order to reasonably finish the second module cluster, a finishing date for this first cluster should generally be viewed as November 2, 1973.

TSSES - 001.01 (GSC) Social Studies Goals

Objective

Given varied goal statements for the social studies, the learner can compare and contrast them, citing strengths or weaknesses that may aid or deter the social studies teacher.

Prerequisites

Those stated for the module cluster. (Modules tend to be prioritized in the cluster.)

Pre-assessment

Any module in this cluster may be by-passed by any learner through negotiations with the instructor.

Instructional Activities

1. Review goal statements in:
   a. Ragan & McAulay
   b. Michaelis
   c. Joyce
   d. Preston
   e. Banks with Clegg
   f. Fenton
   g. Taba
2. Survey teachers and team leaders for their long range goals for social studies instruction.
3. Attend seminar.

Post-assessment

The evidence accumulated may be presented either in written form or in an oral statement presented to the instructor.

Remediation

1. Use of additional resources to strengthen conclusion.
2. Alternative presentation format may be negotiatiated.

TSSES - 001.02 (GSC) The Nature of a Concept

Objective

The student will correctly label twenty-five concepts as observed, inferred ideal-type, organizing (or other self-selected appropriate labels).

Prerequisite

None.

Pre-assessment

Upon request, such a list of concepts will be provided for the individual to label appropriately in a private setting.

Instructional Activities

1. Review pertinent data in:
   a. Fenton
   b. Michaelis
   c. Joyce*
2. Three Teaching Strategies, Joyce, Weil, Wald; complete with tapes and film strips.
3. Interview teachers, team leaders, administrators.
4. Taba materials.
5. Class seminar.

Post-assessment

A duplicated list of concepts will be provided for labeling.

Remediation

Inability due to lack of knowledge will be dealt with through peer tutoring (voluntary) and conferences with instructor.

* Strongest choice

TSSES 001.03 (GSC) The Nature of a Concept

Objective

With the use of any concept as an example, the student will explain how a concept provides structure to a discipline including at least four important factors for selecting concepts as focal agents.

Prerequisite

Completion of 001.02 (GSC).

Pre-assessment

Appointment may be made to explain or prepare in written format the requirements of this module.

Instructional Activities

1. Review programs in varied curricular areas that emphasize concept development.
2. Consult follow professionals, querying the usefulness of concepts, especially curriculum personnel.
3. Review: Joyce, Michaelis, Ragan & McAulay, Preston, Fenton.
4. Interview a social scientist; emphasis upon concept usefulness to him in his vocation.
5.

Post-assessment

Submit written data or schedule interview for outcomes review.

Remediation

Steps to be taken to clarify outcomes will be determined in consultation.

TSSES 001.04 (GSC) - Social Science of Concepts

Objective

Given twenty significant concepts from varied social sciences, the student can match each with its appropriate contributing discipline.

Prerequisite

Completion of TSSES 001.02 (GSC)

Pre-assessment

Upon request an appropriate list may be obtained for labeling.

Instructional Activities

1. Review kits from Selective Educational Equipment.
2. Poll social scientists/secondary social studies teachers for concepts from their specialty.
3. Review curricular formats:
   Taba
   Camden City
   neighboring school systems
4. Review new programs from:
   SRA
   Addison-Wesley
   Laidlow

Post-assessment

Alternate form of pre-assessment.

Remediation

Determined following analysis of module outcomes and consultation.

TSSES 001.05 (GSC) - Locating Significant Concepts

Objective

Following the selection of any student textbook (or a provided reading) the student can infer at least three significant concepts from varied social sciences that would be appropriate for study at his teaching level.

Prerequisite

Completion of modules TSSES 001.02, TSSES 001.03 TSSES 001.04

Pre-assessment

Appointment may be made to explain or prepare in written format the requirements of this module.

Instructional Activities

1. Review modules TSSES 001.02 - TSSES 001.03 - TSSES 001.04
2. Class seminar attendance.
3. Check concept of "balance" as applied to social studies programs, old and new.
4. Question teachers about "guides" to their instruction.

Post-assessment

Individual conferences. Oral interviews using a selection or text.

Remediation

To be determined following conference.

TSSES 001.06 (GSC) Levels of Cognitive and Affective Behavior

Objective

The student can correctly recall the cognitive and affective levels as used to describe individual learning behaviors by Bloom, Krathwohl, and others. (Alternative taxonomies. or individually prepared ones are acceptable.)

Prerequisite

None other than that for the module cluster

Pre-assessment

A blank form for reporting the "recall" competency is available from the instructor.

Learning Activities

1. Use of A Programmed Course for the Writing of Performance Objectives, P.D.K.
2. Vimcet tapes and filmstrips.
3. Bloom, Benjamin; Taxonomy of Educational Objectives, Handbook I
4. Krathwohl, Handbook II Affective Domain.
5. Seminar.

Post-assessment

Completion of test on taxonomies, using appropriate action words from the various levels.

Remediation

To be determined.

TSSES - 001.07 (GSC) Verbal Behavior and Levels of Cognition

Objective

Given a classroom dialogue, the learner will be able to appropriately label each student response in terms of its cognitive thinking levels with at least 75% accuracy.

Prerequisite

Module TSSES - 001.06 (GSC).

Pre-assessment

Analysis of supplied tape with correct labels.

Learning Activities

1. Taba tapes.
2. Team leader counseling.
3. Review of activities in TSSES - 001.06 (GSC).
4. Classroom sequence taping for analysis.
5. Seminar analysis.
6. Teacher assistance using skills gained from Interaction Analysis.
7. Basis Teaching Skills, SRA kits and filmstrips.

Post-assessment

Pre-recorded tape; analysis session.

Remediation

Continued practice and analysis.

TSSES - 001.08 (GSC) Concepts and Cognitive Level Objectives

Objective

Using any high level concept, the student shall be able to write at least two behavioral objectives designed to aid learners reach the identified concept, at each cognitive level as identified by Bloom, et al.

Prerequisite

Modules TSSES - 001.06
TSSES - 001.02
TSSES - 001.03

Pre-assessment

Appointment can be made to take a paper and pencil test.

Learning Activities

1. A Programmed Course for the Writing of Performance Objectives, P.D.K.
2. Vimcet tapes and filmstrips.
3. Mager, Fearon Publications.
4. Consult team leaders, teachers, administrators.
5. Attend seminars.
6. Bloom; Taxonomy of Educational Objectives Handbook I.

Post-assessment

Assessment of written objectives.

Remediation

Errors in writing will be evaluated for remediation needs.

TSSES - 001.09 (GSC) Concepts and Affective Level Objectives

Objective

Employing the same concept as presented in TSSES - 001.08 the learner can write one complimentary affective objective for each level as denoted in the taxonomy.

Prerequisite

Modules TSSES - 001.02 (GSC)
TSSES - 001.03 (GSC)
TSSES - 001.06 (GSC)

Pre-assessment

Paper and pencil test.

Learning Activities

1. A Programmed Course for the Writing of Performance Objectives, P.D.K.
2. Vimcet tapes and filmstrips.
3. Mager, Fearon Publications
4. Consult team leaders, teachers, administrators.
5. Attend seminars.
6. Krathwohl, Handbook II Affective Domain.

Post-assessment

Assessment of written objectives.

Remediation

Errors in writing will be evaluated for remediation needs.

TITLE - 001.10 (GSC) Social Studies Skills

Objective

Choosing any skill exclusive to the social studies appropriate for the grade level, the learner can construct some measure that assesses the children's level of proficiency on the selected skill.

Prerequisite

None.

Pre-assessment

Any evidence that would suggest comparable results of this module.

Learning Activities

1. Textbooks for skill reference:
   a. Joyce, Chapter 14
   b. Mallan and Hersh, No G.O.D.s in the Classroom, Chapter 4.
   c. Chase, A Guide for the Elementary Social Studies Teacher.
2. Discuss a monitoring approach with teachers and team leaders.
3. Tape a lesson devoted to skills; devise a system to analyze.

Post-assessment

Verify data and reporting procedure.

Remediation

To be determined through conference.

TSSES - 001.11 (GSC) Scope and Sequence

Objective

Given the necessary materials the student can recall scope and sequence as it has traditionally been vs. that suggested for new social studies programs, and suggest the most appropriate format for Camden children based upon defensible criterion.

Prerequisite

None.

Pre-assessment

Any prior effort suggesting similar outcomes.

Instructional Activities

1. Textbooks to determine trends: Joyce, Preston, Taba, et al.
2. See A Programmed Course for the Writing of Performance Objectives; specifically the portion on Evaluation Level.
3. Determine ciriterion for present programs.
4. Attend seminars.

Post-assessment

Written proposal and verbal defense.

Remediation

Post-assessment will direct any efforts.

TSSES - 001.12 (GSC) Application to New Programs

Objective

With the use of representative modern social studies material, the learner can explain how the concepts considered in TSSES - 001.01 through TSSES - 001.11 have had impact into, and become part of the fabric of these materials.

Prerequisite

Modules TSSES - 001.02 - TSSES - 001.11

Pre-assessment

Written test to opt out.

Learning Activities

1. Private conference.
2. Use of Ashanti, Japanese, Kibbutz Family, New England, kits from Selective Educational Equipment.
3. Use of "new" social studies text series, i.e. Macmillan.
4. "Rap' with teachers who have used new series and materials vs. traditional.

Post-assessment

Written analysis.

Remediation

To be ascertained cooperatively.

Check-off Sheet for Modules in TSSES - 001.00 (GSC) *

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
.07	_____	_____
.08	_____	_____
.09	_____	_____
.10	_____	_____
.11	_____	_____
.12	_____	_____

Student Signature: _____

* To be completed in duplicate